

## WILLIAMSBURG SCHOOL DISTRICT

423 School Street  
Kingstree, South Carolina 29556

**GRADES** PK-12

**ENROLLMENT** 5,872 Students

**SUPERINTENDENT** Kenneth Gardner, Ed.D. 843-355-5571

**BOARD CHAIR** Lucille Scott 843-382-8303

**FISCAL AUTHORITY** District Board/General Assembly

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2003

#### ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	3	5

#### IMPROVEMENT RATING:

GOOD

#### ADEQUATE YEARLY PROGRESS:

N/A

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

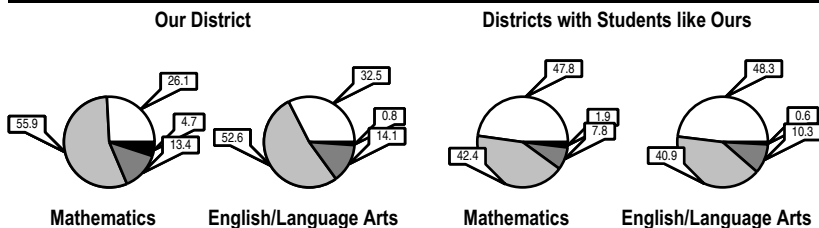
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

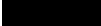



[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Good	N/A
<b>2002</b>	Below Average	Unsatisfactory	N/A
<b>2003</b>	Average	Good	N/A
<b>2004</b>			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM**

	<b>Our District</b>			<b>Districts with Students Like Ours</b>		
<b>Percent</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Passed all 3 subtests</b>	60.0	57.1	56.2	50.1	44.6	44.8
<b>Passed 2 subtests</b>	18.3	26.0	24.1	19.9	24.9	23.8
<b>Passed 1 subtest</b>	12.5	10.5	10.8	16.6	15.5	19.1
<b>Passed no subtests</b>	9.2	6.3	8.9	13.4	15.0	11.2

**ELIGIBILITY FOR LIFE SCHOLARSHIPS**

<b>Percent of</b>	<b>Our District</b>	<b>Districts with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	3.2	2.5
<b>Seniors who met the SAT requirement</b>	3.2	4.4
<b>Seniors who met the grade point average</b>	33.4	30.9

\*Using only the SAT and grade point average requirements

**PACT PERFORMANCE BY GROUP**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
<b>English/Language Arts</b>								
All students	2,919	98.9	32.5	52.6	14.1	0.8	14.9	17.6
<b>Gender</b>								
Male	1,494	98.6	38.0	51.3	10.5	0.3	10.8	17.6
Female	1,425	99.3	26.5	54.3	18.0	1.2	19.2	17.6
<b>Racial/Ethnic Group</b>								
White	226	97.3	23.6	55.9	19.5	1.0	20.5	17.6
African-American	2,675	99.1	33.0	52.5	13.7	0.7	14.4	17.6
Asian/Pacific Islander	1	100.0						17.6
Hispanic	12	100.0	30.0	60.0	10.0		10.0	17.6
American Indian/Alaskan		0.0						17.6
<b>Disability Status</b>								
Not disabled	2,278	99.3	32.7	49.7	16.7	0.9	17.6	17.6
Disabled	641	97.7	31.5	67.0	1.5		1.5	17.6
<b>Migrant Status</b>								
Migrant		0.0						17.6
Non-migrant	2,919	98.9	32.7	52.1	14.4	0.8	15.2	17.6
<b>English Proficiency</b>								
Limited English proficient	26	100.0	36.8	47.4	15.8		15.8	17.6
Non-limited English proficient	2,893	98.9	32.6	52.1	14.5	0.8	15.3	17.6
<b>Socio-Economic Status</b>								
Subsidized meals	2,649	98.9	33.4	52.7	13.2	0.8	13.9	17.6
Full-pay meals	255	99.6	26.3	46.3	26.7	0.8	27.5	17.6

<b>Mathematics</b>								
All students	2,919	99.7	26.1	55.9	13.4	4.7	18.0	15.5
<b>Gender</b>								
Male	1,494	99.7	26.4	58.6	11.2	3.8	14.9	15.5
Female	1,425	99.8	25.7	52.9	15.7	5.6	21.4	15.5
<b>Racial/Ethnic Group</b>								
White	226	100.0	20.5	57.0	15.0	7.5	22.5	15.5
African-American	2,675	99.7	26.6	55.6	13.3	4.4	17.8	15.5
Asian/Pacific Islander	1	100.0						15.5
Hispanic	12	100.0	20.0	60.0	10.0	10.0	20.0	15.5
American Indian/Alaskan		0.0						15.5
<b>Disability Status</b>								
Not disabled	2,278	99.9	24.9	53.6	15.9	5.6	21.5	15.5
Disabled	641	99.1	31.6	66.9	1.3	0.2	1.5	15.5
<b>Migrant Status</b>								
Migrant		0.0						15.5
Non-migrant	2,919	99.7	26.4	55.2	13.6	4.8	18.4	15.5
<b>English Proficiency</b>								
Limited English proficient	26	100.0	36.8	52.6	5.3	5.3	10.5	15.5
Non-limited English proficient	2,893	99.7	26.2	55.2	13.8	4.8	18.6	15.5
<b>Socio-Economic Status</b>								
Subsidized meals	2,649	99.7	26.5	56.1	13.1	4.3	17.4	15.5
Full-pay meals	255	99.6	24.9	46.9	18.7	9.5	28.2	15.5

**Abbreviations for Missing Data**

N/A Not Applicable

N/C Not Collected

N/R Not Reported

I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced and Proficient
English/Language Arts							
2002	Grade 3	429		21.1	49.6	27.3	1.9
	Grade 4	466		26.5	60.1	13.4	13.4
	Grade 5	477		35.9	54.6	9.3	0.2
	Grade 6	462		32.4	50.8	16.1	0.7
	Grade 7	553		35.2	55.7	9.0	9.0
	Grade 8	434		41.3	49.8	8.2	0.7
2003	Grade 3	485	99.4	14.1	46.9	34.9	4.1
	Grade 4	440	99.3	31.9	56.9	11.1	11.1
	Grade 5	492	99.4	40.5	53.1	6.4	6.4
	Grade 6	498	99.6	40.4	44.5	14.7	0.4
	Grade 7	491	97.1	30.3	58.2	11.5	11.5
	Grade 8	513	98.8	36.9	57.0	6.2	6.2
Mathematics							
2002	Grade 3	429		17.6	47.5	24.5	10.5
	Grade 4	466		36.2	50.7	10.3	2.9
	Grade 5	477		38.6	50.3	8.2	2.8
	Grade 6	462		34.2	54.8	8.7	2.2
	Grade 7	553		54.6	32.8	8.2	4.4
	Grade 8	434		41.9	49.4	6.5	2.2
2003	Grade 3	485	100.0	16.6	49.5	22.7	11.1
	Grade 4	440	99.5	16.5	64.9	13.1	5.4
	Grade 5	492	99.8	27.2	60.5	10.7	1.5
	Grade 6	498	99.8	25.3	54.9	15.3	4.5
	Grade 7	491	99.4	34.4	51.1	10.1	4.4
	Grade 8	513	99.8	35.5	54.9	8.3	1.3

**STATE PERFORMANCE ON NATIONAL TESTS**

**Terra Nova:** a national, norm-referenced achievement test.

Percentage of students scoring in the upper half, 2002								
Grade	Reading		Language		Math		Total	
	State	Nation	State	Nation	State	Nation	State	Nation
3	49.2	50.0	51.5	50.0	58.2	50.0	54.8	50.0
6	57.6	50.0	49.0	50.0	51.2	50.0	51.4	50.0
9*	56.1	50.0	46.8	50.0	51.6	50.0	51.2	50.0

\* Grade 9 estimates were based on a sample that may not be representative of the entire 9th grade population.

**National Assessment of Educational Progress:** a national, criterion-referenced achievement test.

Percent of students scoring										
Test	Grade	Year	Advanced		Proficient		Basic		Below Basic	
			State	Nation	State	Nation	State	Nation	State	Nation
Reading	8	2002	1	3	23	30	44	43	32	25
Writing	4	2002	1	2	16	26	65	58	18	14
Mathematics	8	2000	2	5	15	22	37	38	45	34

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
<b>All Students</b>	317	90.9%	311	3.2%	349	72.5%
<b>Gender</b>						
Male	142	90.1%	144	3.5%	162	64.8%
Female	175	91.4%	167	3.0%	187	79.1%
<b>Race or Ethnic Group</b>						
African American	289	90.3%	293	2.7%	323	72.8%
Hispanic	N/A	N/A	0	N/A	0	N/A
White	28	96.4%	18	11.1%	26	69.2%
Other	N/A	N/A	0	N/A	0	N/A
<b>Disability Status</b>						
Non-speech disabilities	23	73.9%	38	0.0%	62	3.2%
Students without disabilities	294	92.2%	273	3.7%	0	87.5%
<b>Migrant Status</b>						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	231	90.5%	311	3.2%	0	N/A
<b>English Proficiency</b>						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	317	90.9%	311	3.2%	349	72.5%
<b>Lunch Status</b>						
Subsidized meals	231	89.6%	220	2.3%	276	66.7%
Full-pay meals	86	94.2%	91	5.5%	73	94.5%

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

**2002-2003 COLLEGE ADMISSIONS TESTS**

SAT	Verbal		Math		Total	
	2002	2003	2002	2003	2002	2003
District	404	427	424	431	828	858
State	488	493	493	496	981	989
Nation	504	507	516	519	1020	1026

ACT	English		Math		Reading		Science		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
District	15.1	15.3	16.4	16.3	15.9	16.6	16.7	17.0	16.1	16.4
State	18.8	18.7	19.1	19.0	19.3	19.4	19.2	19.2	19.2	19.2
Nation	20.2	20.3	20.6	20.6	21.1	21.2	20.8	20.8	20.8	20.8

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

	2002	2003		2002	2003
Kingstree Junior High	Yes	Yes	D P Cooper Elementary	Yes	Yes

**DISTRICT PROFILE**

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n= 5,872)</b>				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	7.0%	Down from 9.2%	4.7%	4.0%
Attendance rate	95.6%	Down from 96.0%	94.7%	95.4%
Meeting grade 1 & 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	4.5%	Up from 4.3%	5.2%	10.7%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	16.2%	No change	10.6%	10.6%
Older than usual for grade	9.3%	Up from 9.2%	8.7%	5.5%
Suspended or expelled	0.3%	Down from 0.5%	4.6%	1.6%
Enrolled in AP/IB programs	7.5%	N/A	N/A	10.0%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Enrolled in adult education GED or diploma programs	385	Up from 157	73	186
Completions in adult education GED or diploma programs	98	Down from 114	9	40

**Teachers (n= 390)**

Teachers with advanced degrees	46.7%	Up from 46.4%	39.3%	47.8%
Continuing contract teachers	76.9%	Down from 77.1%	75.2%	82.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.8%	Down from 86.3%	79.7%	89.5%
Teacher attendance rate	94.5%	Up from 92.8%	94.5%	95.1%
Average teacher salary	\$38,018	Up 1.6%	\$37,354	\$39,707
Prof. development days/teacher	10.7 days	Up from 10.4 days	10.7 days	11.3 days

**District**

Superintendent's years at district	8.0	No change	3.0	3.0
Student-teacher ratio	20.4 to 1	Down from 21.3 to 1	17.8 to 1	20.6 to 1
Prime instructional time	89.0%	Up from 87.0%	86.7%	89.0%
Dollars spent per pupil*	\$7,446	Up 3.8%	\$8,903	\$7,412
Percent spent on teacher salaries*	54.3%	Up from 50.0%	49.9%	56.0%
Opportunities in the arts	Excellent	Up from Fair	Fair	Excellent
Parents attending conferences	86.5%	Up from 85.7%	95.4%	96.1%
Number of schools	14	Down from 15	4	8
Number of magnet schools	0	No change	0	0
Number of charter schools	1	No change	0	0
Portable classrooms	2.9%	Down from 5.2%	12.1%	3.5%
Average age in years of school facility	37	N/A	39	26
Number of schools with SACS accreditation	11	N/A	2	8

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

**Abbreviations for Missing Data**

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**SCHOOL DISTRICT GOVERNANCE****Board Membership**

7 trustees elected to single-member seats

**Fiscal Authority**

District Board/General Assembly

**Average Number of Hours of Training Annually** 16.0 per board member**Percent new trustees completing orientation** 100.0%**DISTRICT SUPERINTENDENT'S REPORT**

Williamsburg County School District continues to successfully increase its test scores, which is due to collaborative efforts of students, teachers, parents, and administrators. Success is the ultimate outcome of each student in our district. We are committed to meeting the social, academic, and psychological needs of our students to help them find their unique talents and skills.

Our schools have performed extremely well when compared to other districts throughout the state. SAT scores have increased significantly at each of our high schools.

Our district has received grant monies totaling over \$4,000,000 to be used for renovations needed to improve the aesthetic appearance and safety needs of our facilities. This will develop a technology framework that addresses necessary steps to implement a technology-rich environment that will foster increased student achievement. As our teachers continue to participate in staff development opportunities, they will be able to skillfully use technology resources to integrate appropriate technologies, which will maximize learning and teaching.

We continue to provide a safe environment in all of our schools that is conducive to learning. All of our schools have integrated character education into their curriculum.

This component has helped students develop a caring attitude toward others and respect for authority, which has helped to reduce the number of disciplinary referrals and violent behavior.

Together, we will continue to encourage our students to maximize their potential to become productive citizens.

Kenneth Gardner, Ed.D.  
Superintendent

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal